

Policy 4030

Administration

Evaluation of School Principals and Administrators

Evaluation Purpose

The District has a firm commitment to performance evaluation of District personnel through a formalized system. The primary purpose of such evaluation is to assist personnel in professional development and in achieving District goals. The procedures outlined in this policy apply to principals and administrators.

"Principal" is an employee assigned to administrative duties as a principal or vice principal, has met all of the school principal endorsement requirements for Pre-K-12, and has been issued an administrator certificate with a principal endorsement.

"Administrator" refers to a certificated employee assigned administrative duties.

Frequency of Evaluation:

Each principal and administrator shall receive at least one (1) written evaluation to be completed no later than June 1 for each annual contract year of employment which shall include multiple measures that are research based and aligned to the Idaho Principal Evaluation Standards. The evaluation of principals/administrators shall annually include a minimum of two (2) documented observations, one (1) of which shall be completed prior to January 1.

One Evaluation and one Summary Evaluation will be completed for each principal/administrator by June 1 of each year. Documentation on the Evaluation form will refer to the two dated observations as required for each principal/administrator. The Evaluation and Summary Evaluation will be submitted to the district office to be maintained in the personnel file. The Evaluation forms are located on the District webpage.

Evaluation Criteria

Sixty-seven percent (67%) of the performance evaluation for principals and administrators will be based on professional practice and aligned to the Idaho Principal Evaluation Standards to include the following:

1. School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

- a. School Culture: Principal establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.
- b. Communication: Principal is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.
- c. Advocacy: Principal advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

2. Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient, and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the educational program.

- a. Shared Leadership: Principal fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.
- b. Priority Management: Principal organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.
- c. Transparency: Principal seeks input from stakeholders and takes all perspectives into consideration when making decisions.
- d. Leadership Renewal: Principal strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others.
- e. Accountability: Principal establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.

3. Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

- a. Innovation: Principal seeks and implements innovative and effective solutions that comply with general and special education law.
- b. Instructional Vision: Principal ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.
- c. High Expectations: Principal sets high expectations for all students **academically**,

- behaviorally, and in all aspects of student well-being.
- d. Continuous Improvement of Instruction: Principal has proof of proficiency in assessing teacher performance based upon the Danielson Framework for Teaching and aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.
 - e. Evaluation: Principal uses teacher evaluation and other formative feedback mechanisms to continuously improve teacher effectiveness.
 - f. Recruitment and Retention: Principal recruits and maintains a high quality staff.

Thirty-three percent (33%) of the evaluation of principals and administrators will be based on multiple objective measures of growth in student achievement and/or as measured by Idaho's statewide assessment for federal accountability purposes (or by multiple alternative objective measures). Examples include but are not limited to end of course assessments, student learning objectives, and District adopted vendor assessments. Growth in student achievement as measured by Idaho's statewide assessment for federal accountability must be included when available. Growth in individualized measures of performance directly related to the employee's job responsibilities will be established by the Superintendent and employee by October 31 of each year.

Parental/Guardian Input

The Principal and Administrator Evaluation Form will include a section for input received from parents/guardians and will be considered as a factor in the completion of each principal/administrator evaluation under School Climate – School Culture. Parental or guardian input forms will be made available on the District webpage each January.

Evaluator

The Superintendent/designee has the overall responsibility for the administration of the Performance Evaluation Program and will ensure the fairness, efficiency, and consistency of its execution. The Superintendent will evaluate principals and administrators. Each evaluator shall provide evidence of proficiency in administering the District's tool for evaluating an educator's performance.

Evaluation Procedures

The following will be included in the evaluation process:

1. Professional goal setting and self-assessment reviews will be conducted with the principal/administrator prior to October 31 of each annual contract year.
2. A minimum of two (2) observations will be conducted, the first to be completed prior to January 1.
3. The principal/administrator review will be held within five (5) working days following each observation. The observation instrument is to be dated and signed by the principal/administrator and the Superintendent.
4. The Evaluation and Summary Evaluation review will be conducted prior to **June 1** of each annual contract year. The Evaluation and the Summary Evaluation will be

signed by the principal/administrator and the Superintendent and placed in the employee's personnel file. The District shall report the rankings of individual principal and administrator Summary Evaluations annually to the State Department of Education for state and federal reporting purposes.

5. Principal/administrator performance goals will be reviewed prior to June 30 of each year.
6. No contract shall be issued for the next ensuing year until such time as the principal's formal written performance evaluation has been completed.

Appeal

Within ten (10) working days from the date of the Summary Evaluation meeting with the Superintendent, the principal/administrator may file a written rebuttal of any portion of the evaluation form. The written-rebuttal shall state the specific content of the evaluation form with which the employee disagrees, a statement of the reasons(s) for disagreement, and the amendment to the evaluation form requested. The Superintendent will address the rebuttal in writing within a period of ten (10) working days. The Superintendent may amend the evaluation or state reason(s) why the evaluation will not be amended. Any documentation will be placed in the employee's personnel file. Should any employment action be taken as a result of an individual's evaluation, the District will comply with the requirements and procedures established pursuant to Idaho Code Section 33-513 through 33-515 or otherwise required by law.

Remediation

For principals/administrators who receive an average evaluation rating of Basic or Unsatisfactory in any one Domain or in Growth in Student Achievement, and where remediation would be an appropriate course of action, the Superintendent will determine if a Plan of Improvement is appropriate or if a recommendation for placing the employee on Probation will be made to the Board. The Plan of Improvement and/or Probation will include the following:

1. Written notice of the specific areas of unsatisfactory performance,
2. A description of the supervisor's performance expectation to receive a satisfactory rating,
3. A program for correcting the deficiency,
4. Criteria which will be used to measure the correction,
5. A timeline, a list of the assistance and resources to be provided, monitoring procedures, the date by which the program must be completed, and adequate supervision, assistance, and evaluation during the designated period.

If the Superintendent/designee recommends placing a principal/administrator on Probation, the Board will consider such recommendation in executive session. The Probationary Period will be determined by the Board. At the end of the Probationary Period, the Superintendent/designee will make a recommendation to the Board to renew, not renew, or to discharge the employee based on the supporting evidence.

Individualizing Principal Evaluation Rating System

The Summary Evaluation will be based on the Idaho Principal Evaluation Standards and will include four (4) rankings to differentiate performance: Unsatisfactory being equal to 1, Basic being equal to 2, Proficient being equal to 3, and Distinguished being equal to 4. The general criteria upon which the performance evaluation system will be based are as follows:

Domain 1: School Climate (16%)

Domain 2: Collaborative Leadership (16%)

Domain 3: Instructional Leadership (35%)

Growth in Student Achievement: (33%)

An overall rating score using the 4 point system will be calculated for each principal/administrator. The scores for each component within a domain will be averaged together to provide an average score for the domain. The average scores for Domains 1-3 will be multiplied by the percentage, added together, and added to the percentage score for Growth in Student Achievement to generate the final score and rating for each Summary Evaluation. The District shall report the rankings of individual principal/administrator Summary Evaluations annually to the State Department of Education for State and Federal reporting purposes.

Overall Summative Rating Matrix Example

Domain 1	3	x (.16)	= .48		
Domain 2	3	x (.16)	= .48		
Domain 3	4	x (.35)	= 1.4		
Total			= 2.36	2.36	
Student Achievement	4	x (.33)	= 1.32	+1.32	
Total	(average)			3.68	

Overall Summative Rating
3.50-4.00 = Distinguished
2.50-3.49 = Proficient
2.00-2.49 = Basic
1.00-1.99 = Unsatisfactory

Measurable Student Achievement Data

Measurable student achievement data consists of at least 33% of the evaluation results and is based on multiple objective measures of growth in student achievement (IDAPA 08./02.02.007.08). Assessments that may be used for student achievement and growth

include: Idaho Standards Achievement Test; Student Learning Objectives; Formative Assessments; Teacher-constructed Assessments of Student Growth; Pre-and post-tests; Performance-based Assessments; Idaho Reading Indicator; and College Entrance Exams (PSAT, SAT, ACT).

Collecting and Using Data

Data from the evaluation of principals and administrators, multiple measures of objective student achievement data, and parental input will be used to assess the need for and to provide ongoing professional development and remediation for principals and administrators.

Professional Development and Training

The Superintendent/designee shall provide ongoing professional development and training for evaluators, administrators, and staff regarding the evaluation plan and policy, and for the remediation of employees that receive an evaluation indicating that remediation would be an appropriate course of action. The training needs will be assessed by the Superintendent/designee following the evaluation period of a school year, and District funds will be allocated for this purpose in the annual budget for the following year as deemed necessary.

Personnel Records

Permanent records of each Evaluation and each Summary Evaluation will be maintained in the educator's personnel file at the District Office. Records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy and maintenance of personnel files. Pursuant to Idaho Code Section 33-1210, upon request from a hiring school District, copies of all information relating to job performance or job related conduct including all documents in the personnel, investigative, or other files, shall be made available.

Evaluation System Monitoring and Approval

Any changes to the District's evaluation policy shall be submitted to the District's Policy Committee consisting of staff, Board members, parents, and students prior to Board approval. Any policy changes will be submitted to the State Department of Education for final approval.

Policy History:

Adopted: June 2015

Amended: December 2016

Legal Reference: I.C. §33-1210

I.C. §33-513

I.C. §33-514

I.C. §33-515

IDAPA 08./02.02.007.08

